

READING (KINDERGARTEN)

A

WRITTEN SPELLING ABILITY OF FOUR INDONESIAN  
KINDERGARTNERS DONE THROUGH AUDITORY-MOTOR  
CHANNEL AT AISYIAH BUSTANUL ATHFAL 39<sup>TH</sup> KINDERGARTEN  
(A CASE STUDY OF PSYCHOLINGUISTICS)

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By :

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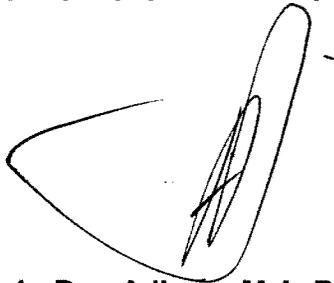
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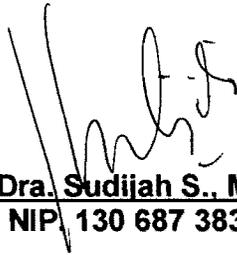
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## ABSTRACT

### **Suryani, Adi : Written Spelling Ability of Four Indonesian Kindergartners Done Through Auditory-Motor Channel at Aisyiyah Bustanul Athfal 39<sup>th</sup> Kindergarten (A Case Study of Psycholinguistics)**

Recently, writing has been playing an important role in the kindergartners' development of academic ability. Many parents start to introduce the alphabet to their children even before the children enter the school age.

This study focuses its explanation on the written spelling. Through this study, we can see the written spelling ability of four Indonesian kindergartners in which the stimulus is given through dictation and the response is given through the production of writing.

To gain the data, four kindergartners of Aisyiyah Bustanul Athfal 39<sup>th</sup> Kindergarten aged 5-6 years-old from middle class society are taken as the informants. They are given three kinds of assessment. The first assessment is assessment on dictated letter's name and graphic symbol correspondence in alphabetical order. The second assessment is assessment on dictated letter's name and graphic symbol correspondence at random. Those two assessments are considered the introductory assessments to the third assessment as the main one. Seven categories of syllable pattern are given to reveal their word spelling ability. The spelling error produced is classified based on W.E.S.T. spelling error as cited in Beech et al (1984: 330-331) and put into the tabulation of error with each category and syllable pattern.

From the result of the first assessment, the writer concludes that the kindergartners have good ability in representing letters in alphabetical order. It is supported by two reasons: good introduction of alphabet and constant pattern of letter arrangement. As noted by Atkinson and Shiffrin cited in Berk (1989:272), "organization may have great influence on the retention of information."

From the result of the second assessment, the writer concludes that the children also have good ability in representing letter at random. It reveals children's true ability in written spelling.

The result of the last assessment can be concluded that the kindergartners are skillfully enough to spell open syllable pattern, such as in category A. The closed syllables in category B, C, D are more difficult to be accomplished. Category E can be mostly accomplished. The most difficult patterns are patterns with consonant blends, vowel sequence, and diphthong as shown in category F, G.1, and G.2.

Spelling error in the syllable pattern may stem from some interrelated factors. As noted by Durkin cited in Leeper, Skipper, and Witherspon (1974: 247), "it is difficult to isolate single factors." Some possible factors include: the young age of the children, visual and hearing immaturity, lack of left-right coordination, limited capacity of memory, short attention span, children's emotion, syllable pattern and word familiarity.

Speech-recording factor is assumed to be an important factor. Speech-recording can help the children identify the dictated word, build internal representation, and develop segmentations of the dictated word into its syllable and letter unit.